

Lyon College Intern Evaluation
Adapted from Charlotte Danielson's Framework for Teaching

Name:

School:

Date:

Mentor:

Subject:

Grade:

Lyon Supervisor:

[Reset Form](#)

Performance Ratings

Ineffective/ Not Addressed	Basic/ Needs Growth	Above Basic	Developing			Points Earned
0 pts.	1 pt.	1.5 pts.	2 pts.			

DOMAIN 1: PLANNING AND PREPARATION

Component 1a: Demonstrating Knowledge of Content and Pedagogy

Displays knowledge of content and the structure of the discipline.



Displays knowledge of prerequisite relationships among topics and concepts.



Displays knowledge of content-related pedagogy.



Component 1b: Demonstrating Knowledge of Students

Displays knowledge of child and adolescent development.



Displays knowledge of how students learn.



Displays understanding of the importance of knowing students' skills, knowledge, and language proficiency.



Displays knowledge of students' interests and cultural heritage.



Displays knowledge of students' special needs.



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Component 1c: Setting Instructional Outcomes

Outcomes represent appropriate expectations, rigor, alignment, and sequence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Outcomes are clearly written in terms of student learning and are measurable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Outcomes reflect different types of learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Outcomes are suitable for diverse learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			

Component 1d: Demonstrating Knowledge of Resources

Displays awareness of resources available in the school or district and some knowledge of those available through external sources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Displays awareness of resources that may enhance content and pedagogical knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Displays awareness of resources for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			

Component 1e: Designing Coherent Instruction

Learning activities are appropriate to students and support learning outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Materials to be used are appropriate to students and support learning outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Grouping is appropriate to students' needs and supports learning outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Lesson is coherent and well organized and pacing is appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			

Component 1f: Designing Student Assessments

Assessment strategy is aligned with learning outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Assessment criteria and standards are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Assessment strategy includes formative evaluation methods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			

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Considers how assessment results may be used to plan for future lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
	Subtotal - Domain 1						0
Component 2a: Creating an Environment of Respect and Rapport							
Teacher-student interactions are mutually friendly and respectful and are appropriate to the age and cultures of the students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Student interactions with each other are generally polite and mutually respectful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Component 2b: Establishing a Culture for Learning							
Displays enthusiasm for content and students recognize its value.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Displays high expectations for students through instructional outcomes, activities, assignments, and classroom interactions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Students accept teacher's high expectations and take pride in their work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Component 2c: Managing Classroom Procedures							
Instructional groups are well organized and productive with minimal supervision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Transitions are smooth with minimal loss of instructional time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Utilizes resources with minimal loss of instructional time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Manages non-instructional duties efficiently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Component 2d: Managing Student Behavior							
Standards of conduct are clear to all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			

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Is alert and responsive to student behavior at all times.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Response to misbehavior is appropriate to students and respects the dignity of students, or student behavior is generally appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
	Subtotal - Domain 2						0

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Component 3a: Communicating with Students

Purpose for the lesson is clear, and connections to broader learning are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Clearly explains directions and procedures to students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Explains content in a way that is appropriate to students and connects to previous knowledge and experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Speaks clearly and correctly, and vocabulary is appropriate to students' ages and interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			

Component 3b: Using Questioning and Discussion Techniques

Most questions require higher order thinking, and adequate wait time is allowed for student responses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Facilitates discussion among students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Attempts to engage all students in the discussion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			

Component 3c: Engaging Students in Learning

Activities and assignments are appropriate to students and engage them in exploring content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Instructional grouping is appropriate to students and instructional goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Materials and resources engage students in attaining instructional goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			

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Structure and pacing of activities are appropriate to students and goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
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Component 3d: Using Assessment in Instruction

Assessment criteria and performance standards are understood by students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Monitors student progress during the lesson and adjusts as needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Feedback to students is timely and appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Students use assessment criteria and performance standards to assess their own work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			

Component 3e: Demonstrating Flexibility and Responsiveness

Makes adjustments to plan as needed with minimal disruption to lesson flow.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Responds appropriately to students' questions and interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Seeks strategies for working successfully with students who are having difficulty learning content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			

Subtotal - Domain 3

0

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4a: Reflecting on Teaching

Assesses with some accuracy the effectiveness of the lesson and progress toward achieving instructional goals, citing evidence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Describes what he/she will try next time as a result of this experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			

Component 4b: Maintaining Accurate Records

Maintains records of student completion of assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Maintains records of student progress in learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			

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Maintains non-instructional records of classroom activities, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Component 4c: Communicating with Families							
Provides information to families about the instructional program as appropriate and possible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Understands the importance of communicating with families about students' progress and is available to discuss concerns as needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Component 4d: Participating in a Professional Community							
Relationships with colleagues are mutually supportive and cooperative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Is an active participant in a culture of professional inquiry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Volunteers to participate in school events and/or in school and district projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Component 4e: Growing and Developing Professionally							
Seeks to improve content knowledge and pedagogical skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Welcomes feedback from colleagues and peers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Component 4f: Showing Professionalism							
Displays high standards of honesty, integrity, and confidentiality in interactions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Displays a desire to serve students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Works to ensure that all students have a fair opportunity to succeed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Maintains an open mind.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Complies fully with school and district regulations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			

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	Subtotal - Domain 4	0
	Evaluation Total Score	0

Points possible: 140

Action Items: